

# **Pearson Good Habits Great Readers, Grade 1 ©2007**

**Correlated to**

## **Textbook Alignment to the Utah First Grade Language Arts Core**



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Shoreview, MN 55126

## Textbook Alignment to the Utah Core – First Grade Language Arts

*This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list  
([www.schools.utah.gov/curr/imc/indvendor.html](http://www.schools.utah.gov/curr/imc/indvendor.html).)* Yes X No \_\_\_\_\_

Name of Company and Individual Conducting Alignment: Book works Santa Fe LLC, Shannon O’Grady, PhD, President

A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):

- ☐ On record with the USOE.
- ☐ The “Credential Sheet” is attached to this alignment.

Instructional Materials Evaluation Criteria (name and grade of the core document used to align): First Grade Language Arts Core Curriculum

Good Habits Great Readers Shared Reading Teacher’s Guide Grade 1

Title: Good Habits Great Readers Shared Reading Teacher’s Guide Grade 1 ISBN#: 0-7652-8070-1

Publisher: Pearson Education, Inc., publishing as Celebration Press

Overall percentage of coverage in the *Student Edition (SE)* and *Teacher Edition (TE)* of the Utah State Core Curriculum: Teacher Edition - 80%

Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum: \_\_\_\_\_%

**STANDARD I: Students develop language for the purpose of effectively communicating through listening, speaking, viewing, and presenting.**

Percentage of coverage in the <i>student and teacher edition</i> for Standard I: <i>Teacher Edition</i> - 66%		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard I: _____%		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	Not covered in <i>TE, SE</i> or <i>ancillaries</i> ✓
<b>Objective 1.1:</b> Develop language through listening and speaking.				
<b>a.</b>	Identify specific purpose(s) for listening (e.g., to gain information, to be entertained).	Each new lesson contains multiple opportunities to identify specific purposes for reading, e.g., 30-39, 42-51, 66-74, 84-93, 96-105, 108-117, 120-128, 138-147, 150-159, 162-171, 174-183, 192-201, 204-213, 216-225, 228-237, 246-255, 258-267, 270-279, 282-291, 300-309, 312-321, 324-332, 336-345		
<b>b.</b>	Listen and demonstrate understanding by responding appropriately (e.g., follow multiple-step directions, restate, clarify, question).	<i>Response Center</i> found throughout Teachers Guide: e.g.; 41, 53, 107, 119, 137, 1161, 173, 203, 215, 269, 323, 335		
<b>c.</b>	Speak clearly and audibly with expression in communicating ideas.	Can be evaluated by teacher when working on retelling exercises of read text: e.g.; 38, 50, 62, 104, 137, 257, 290, 323, 362, 374		
<b>d.</b>	Speak in complete sentences.	Student ability to speak in complete sentences can be determined by teacher while working on retelling activities: e.g.; 38, 50, 62, 104, 137, 257, 290, 323, 362, 374		

<b>Objective 1.2:</b> Develop language through viewing media and presenting.				
<b>a.</b>	Identify specific purpose(s) for viewing media (i.e., to identify main idea and details, to gain information, distinguish between fiction/nonfiction).	N/A		
<b>b.</b>	Use a variety of formats (e.g., show and tell, drama, sharing of books and personal writings, choral readings, informational reports, retelling experiences and stories in sequence) in presenting with various forms of media.	N/A		
<b>STANDARD II: Students develop an understanding of how printed language works.</b>				
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard II: <i>Teacher Edition</i> - 100%</b>		<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard II: _____%</b>		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 2.1:</b> Demonstrate an understanding that print carries " <u>the</u> " message.				
<b>a.</b>	Recognize that print carries different messages.	32		
<b>b.</b>	Identify messages in common environmental print (e.g., signs, boxes, wrappers).	58		
<b>Objective 2.2:</b> Demonstrate knowledge of elements of print within a text.				
<b>a.</b>	Discriminate between letters, words, and sentences in text.	Opportunities available through <i>Read-Aloud</i> activities, e.g., 30, 42, 54, 66, 84, 96, 108, 120, 138, 149, 150, 162, 173, 174, 192, 204, 216, 220, 222, 228, 246, 258, 270, 282, 312, 324, 336, 354, 365, 378, 390		

<b>b.</b>	Match oral words to printed words while reading.	30, 42, 54, 66, 84, 96, 108, 120, 138, 149, 150, 162, 173, 174, 192, 204, 216, 220, 222, 228, 246, 258, 270, 282, 312, 324, 336, 354, 365, 378, 390		
<b>c.</b>	Identify punctuation in text (i.e., periods, question marks, and exclamation points).	29, 60, 114, 156, 180, 281, 288		

**STANDARD III: Students develop phonological and phonemic awareness.**

Percentage of coverage in the <i>student and teacher edition</i> for Standard III: <i>Teacher Edition</i> - 87%		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: _____%		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	Not covered in <i>TE, SE</i> or <i>ancillaries</i> ✓
<b>Objective 3.1:</b> Demonstrate phonological awareness.				
<b>a.</b>	Count the number of syllables in words.	380		
<b>b.</b>	Count the number of syllables in a first name.	N/A		
<b>Objective 3.2:</b> Recognize like and unlike word parts (oddity tasks).				
<b>a.</b>	Identify words with same beginning consonant sounds (e.g., <u>m</u> an, <u>s</u> at, <u>s</u> ick) and ending consonant sounds (e.g., <u>m</u> an, <u>s</u> at, <u>t</u> en) in a series of words.	86, 110, 122		
<b>b.</b>	Identify words with same medial sounds in a series of words (e.g., long vowel sound: <u>t</u> ake, <u>l</u> ate, feet; short vowel sound: top, <u>c</u> at, <u>p</u> an; middle consonant sound: kitten, <u>m</u> issing, lesson).	32, 44, 56, 68, 98, 164, 218, 230, 240, 248, 272, 284, 326		
<b>Objective 3.3:</b> Orally blend word parts (blending).				
<b>a.</b>	Blend syllables to make words (e.g., /tə/.../ble/, table).	206, 380		
<b>b.</b>	Blend onset and rime to make words (e.g., /p/.../an/, pan).	68, 98		
<b>c.</b>	Blend individual phonemes to make words (e.g., /s/ /ə/ /l/, sat).	110, 152, 194, 326, 380		

<b>Objective 3.4:</b> Orally segment words into word parts (segmenting).				
<b>a.</b>	Segment words into syllables (e.g., table, /ta/.../ble/).	380		
<b>b.</b>	Segment words into onset and rime (e.g., pan, /p/.../an/).	68, 98		
<b>c.</b>	Segment words into individual phonemes (e.g., sat, /s/.../a/.../t/).	302, 338		
<b>Objective 3.5:</b> Orally manipulate phonemes in words and syllables (manipulation).				
<b>a.</b>	Substitute initial and final sound (e.g., replace first sound in mat to /s/, say <u>sat</u> ; replace last sound in mat with /p/, say <u>map</u> ).	176, 206, 218, 248, 272, 314, 356, 368, 392		
<b>b.</b>	Substitute vowel in words (e.g., replace middle sound in map to /o/, say <u>mop</u> ).	218, 272		
<b>c.</b>	Delete syllable in words (e.g., say baker without the /ba/, say <u>ker</u> ).	N/A		
<b>d.</b>	Delete initial and final sounds in words (e.g., say sun without the /s/, say <u>un</u> ; say hit without the /t/, say <u>hi</u> ).	230, 260		
<b>e.</b>	Delete initial phoneme and final phoneme in blends (e.g., say step without the /s/, say <u>tep</u> ; say best without the /t/, say <u>bes</u> ).	230, 260		
<b>STANDARD IV: Students use phonics and other strategies to decode and spell unfamiliar words while reading and writing.</b>				
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard IV: <i>Teacher Edition</i> - 73%</b>		<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard IV: _____%</b>		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 4.1:</b> Demonstrate and understanding of the relationship between letters and sounds.				
<b>a.</b>	Write letters to represent spoken sounds of all letters of the alphabet in random order.	29, 41, 53, 65, 83, 95, 107, 119, 137, 149, 161, 173, 191, 203, 215, 227, 245, 257, 269, 281, 299, 311, 323, 335, 353, 365, 377, 389		

<b>b.</b>	Identify and pronounce sounds for consonants, consonant blends, (e.g., br, st, fl) and consonant diagraphs (e.g., ch, sh, wh, th) accurately in words.	140, 206, 314		
<b>c.</b>	Identify and pronounce sounds for short and long vowels, using patterns (e.g., vc, vv, cvc, cvvc, cvcv, cvc-silent e), and vowel diagraphs (e.g., ea, ee, ie, oa, ai, ay, oo, ow) accurately in words.	32, 44, 56, 68, 98, 164, 218, 230, 248, 272, 284, 300, 326, 338		
<b>d.</b>	Identify and pronounce sounds for r-controlled vowels accurately in one-syllable words (e.g., ar, or, er).	356, 368, 392		
<b>e.</b>	Identify and blend initial letter sounds with common vowel patterns to pronounce one-syllable words (e.g., /g/.../oa/.../t/, goat).	140		
<b>Objective 4.2:</b> Use knowledge of structural analysis to decode words.				
<b>a.</b>	Identify and read grade level contractions and compound words.	161, 166, 227, 232, 394		
<b>b.</b>	Identify sound patterns and apply knowledge to decode one-syllable words (e.g., blends, diagraphs, vowel patterns, r-controlled vowels).	140, 152, 176, 194, 206, 356, 368, 392		
<b>c.</b>	Demonstrate an understanding of representing same sound with different patterns by decoding these patterns accurately in one-syllable words (e.g., ee, ie, ea, e).	338		
<b>d.</b>	Use knowledge of root words and suffixes to decode words (i.e., -ful, -ly, -er).	N/A		
<b>e.</b>	Use letter patterns to decode words (e.g., phonograms/word families/onset and rime:-ack, -ail, -ake).	68, 98		

<b>Objective 4.3:</b> Spell words correctly.				
<b>a.</b>	Write sounds heard in words in the correct order.	Opportunities to write sounds heard through vocabulary and high-frequency word lessons in text, e.g., 30, 34, 42, 46, 54, 66, 58, 70, 84, 88, 96, 100, 108, 112, 120, 124, 137-138, 149, 150, 154, 161-162, 166, 173, 174, 178, 192, 196, 204, 208, 216, 220, 222, 228, 232, 246, 250, 258, 262, 270, 274, 282, 286, 304, 312, 316, 324, 328, 336, 340, 354, 358, 365, 370, 378, 382, 390, 394		
<b>b.</b>	Hear and write beginning, middle, and ending consonant sounds to spell one-syllable words.	Opportunities to write sounds heard through vocabulary and high-frequency word lessons in text, e.g., 30, 34, 42, 46, 54, 66, 58, 70, 84, 88, 96, 100, 108, 112, 120, 124, 137-138, 149, 150, 154, 161-162, 166, 173, 174, 178, 192, 196, 204, 208, 216, 220, 222, 228, 232, 246, 250, 258, 262, 270, 274, 282, 286, 304, 312, 316, 324, 328, 336, 340, 354, 358, 365, 370, 378, 382, 390, 394		
<b>c.</b>	Spell short vowel words with consonant blends and diagraphs (e.g., bl, st, nt, sh, wh, th).	140, 206		
<b>d.</b>	Spell an increasing number of grade level high-frequency and irregular words correctly (e.g., bear, gone, could).	Teacher can expand upon all vocabulary and high-frequency words in text, e.g., 30, 34, 42, 46, 54, 66, 58, 70, 84, 88, 96, 100, 108, 112, 120, 124, 137-138, 149, 150, 154, 161-162, 166, 173, 174, 178, 192, 196, 204, 208, 216, 220, 222, 228, 232, 246, 250, 258, 262, 270, 274, 282, 286, 304, 312, 316, 324, 328, 336, 340, 354, 358, 365, 370, 378, 382, 390, 394		



e.	Learn the spellings of irregular and difficult words (e.g., river, house, animal).	N/A		
<b>Objective 4.4:</b> Use spelling strategies to achieve accuracy (e.g., prediction, visualization, association).				
a.	Use knowledge about spelling to predict the spelling of new words.	N/A		
b.	Associate the spelling of new words with that of known words and word patterns.	N/A		
c.	Use spelling generalities to assist spelling of new words (e.g., one vowel between two consonants, silent "e" on the end of a word, two vowels together).	N/A		
<b>STANDARD V: Students develop reading fluency to read aloud grade level text effortlessly without hesitation.</b>				
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard V: <i>Teacher Edition</i> - 75%</b>		<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard V: _____%</b>		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 5.1:</b> Read aloud grade level text with appropriate speed and accuracy.				
a.	Read grade level text at a rate of approximately 60wpm.	Opportunities through guided readings found throughout text, e.g., 74, 92, 104, 116, 128, 146, 158, 170, 182, 200, 212, 236, 266, 278, 290, 308, 320, 332, 344		
b.	Read grade level text with an accuracy rate of 95-100%.	N/A		
<b>Objective 5.2:</b> Read aloud grade level text effortlessly with clarity.				
a.	Read grade level text in three- to four-word phrases using intonation, expression, and punctuation cues.	60, 342		

b.	Read with automaticity 100 first grade high-frequency/sight words.	30, 42, 54, 66, 84, 96, 108, 120, 138, 149, 150, 161, 162, 166, 173, 174, 192, 204, 216, 220, 222, 228, 232, 246, 258, 270, 282, 312, 324, 336, 354, 365, 378, 390, 394		
<b>STANDARD VI: Students learn and use grade level vocabulary to increase understanding and read fluently.</b>				
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard VI: <i>Teacher's Edition</i> 60%</b>		<b>Percentage of coverage not in student or teacher edition, but covered in the ancillary material for Standard VI: _____%</b>		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 6.1:</b> Learn new words through listening and reading widely.				
a.	Use new vocabulary learned by listening, reading, and discussing a variety of genres.	30, 34, 42, 46, 54, 66, 58, 70, 84, 88, 96, 100, 108, 112, 120, 124, 137-138, 149, 150, 154, 161-162, 166, 173, 174, 178, 192, 196, 204, 208, 216, 220, 222, 228, 232, 246, 250, 258, 262, 270, 274, 282, 286, 304, 312, 316, 324, 328, 336, 340, 354, 358, 365, 370, 378, 382, 390, 394		
b.	Learn the meanings of a variety of grade level words (e.g., words from literature, social studies, science, math).	34, 46, 58, 70, 88, 100, 112, 124, 137, 140, 154, 166, 178, 196, 208, 220, 232, 250, 262, 274, 286, 304, 316, 328, 340, 358, 370, 382, 394		
c.	Use resources to learn new words by relating them to known words (e.g., books, charts, word walls, simple dictionaries).	29, 41, 53, 65, 05, 107, 116, 137, 161, 173, 191, 203, 215, 227, 245, 257, 269, 311, 323, 365, 370, 377, 389		
<b>Objective 6.2:</b> Use multiple resources to learn new words by relating them to known words and/or concepts. See second, third, fourth, fifth, and sixth grades.				

<b>Objective 6.3:</b> Use structural analysis and context clues to determine meanings of words.				
<b>a.</b>	Identify meanings of words using the root word and known endings (e.g., car, cars; jump, jumped, jumping).	N/A		
<b>b.</b>	Use context to determine meanings of unknown key words (e.g., The <i>gigantic</i> dog couldn't fit in his new doghouse).	304		
<b>STANDARD VII: Students understand, interpret, and analyze narrative and informational grade level text.</b>				
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard VII: <i>Teacher's Edition</i> -100%</b>		<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard VII: _____%</b>		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 7.1:</b> Identify purposes of text.				
<b>a.</b>	Discuss purpose for reading.	68, 368, 370, 372		
<b>b.</b>	Discuss author's purpose.	174, 216		
<b>Objective 7.2:</b> Apply strategies to comprehend text.				
<b>a.</b>	Relate prior knowledge to make connections to text (e.g., text to text, text to self, text to world).	140, 142, 144, 146, 250, 260		
<b>b.</b>	Ask questions about text and read aloud and independently.	96, 98, 100, 102, 104, 124, 262, 324, 326, 328, 392		
<b>c.</b>	Make predictions using picture clues, title, text, and/or prior knowledge.	84, 108, 120, 162, 192, 204, 216, 228, 246, 300, 324, 336		
<b>d.</b>	Make inferences and draw conclusions from text.	174, 182, 398		
<b>e.</b>	Identify topic/main idea from text noting details.	92, 104		

<b>f.</b>	Retell using important ideas/events and supporting details in sequence.	38, 50, 62, 104, 137, 257, 290, 323, 362, 374		
<b>g.</b>	Compile information from text.	312, 314		
<b>Objective 7.3:</b> Recognize and use features of narrative and informational text.				
<b>a.</b>	Identify beginning, middle, and end; characters; setting; problem/resolution.	38, 46, 50, 116, 119, 128, 158, 170, 182, 192, 194, 196, 198, 200, 204, 206, 208, 210, 308, 354, 356, 358, 360, 362, 386, 389, 390, 398		
<b>b.</b>	Identify different genres: nursery rhymes, fairy tales, poems, realistic fiction, fantasy, fables.	30, 48, 54, 108, 120, 138, 162, 174, 192, 216, 228, 258, 300, 324, 336, 354, 390		
<b>c.</b>	Identify information from pictures, captions, and diagrams.	84, 86, 98, 108, 122, 162, 230, 254, 266, 286, 308, 356, 398		
<b>d.</b>	Identify multiple facts in grade level informational text.	66, 84, 92, 104, 150, 246, 258, 270, 272, 276, 278, 282, 284, 286, 290, 312, 365, 372, 374, 378		
<b>e.</b>	Locate facts from informational texts (e.g., picture books, grade level informational books).	66, 150, 270, 398		

<b>STANDARD VIII: Students write daily to communicate effectively for a variety of purposes and audiences.</b>				
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard VIII: <i>Teacher's Edition</i> -70%</b>		<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard VIII: _____%</b>		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 8.1:</b> Prepare to write by gathering and organizing information and ideas (pre-writing).				
<b>a.</b>	Generate ideas for writing by reading, discussing literature and informational text, drawing, looking at books, being read to, and reflecting on personal experiences.	29, 41, 53, 65, 83, 95, 107, 119, 137, 149, 161, 173, 191, 203, 227, 245, 257, 269, 281, 299, 323, 335, 353, 365, 377, 389		
<b>b.</b>	Select topics from generated ideas.	65, 107, 215, 257, 269, 281, 311, 335,		
<b>c.</b>	Identify audience for writing.	41, 281, 365		
<b>Objective 8.2:</b> Compose a written draft.				
<b>a.</b>	Draft ideas on paper in an organized manner (e.g., beginning, middle, end) utilizing words and sentences.	29, 41, 53, 65, 83, 95, 107, 119, 137, 149, 161, 173, 191, 203, 227, 245, 257, 269, 281, 299, 323, 335, 353, 365, 377, 389		
<b>b.</b>	Select appropriate words to convey meaning.	29, 41, 53, 65, 83, 95, 107, 119, 137, 149, 161, 173, 191, 203, 227, 245, 257, 269, 281, 299, 323, 335, 353, 365, 377, 389		
<b>Objective 8.3:</b> Revise by elaborating and clarifying a written draft.				
<b>a.</b>	Revise draft to add details.	N/A		
<b>b.</b>	Revise draft using descriptive words.	N/A		

<b>c.</b>	Write in complete sentences.	Opportunities through <i>Writing Center</i> activities, e. g., 29, 41, 53, 65, 83, 95, 107, 119, 137, 149, 161, 173, 191, 203, 227, 245, 257, 269, 281, 299, 323, 335, 353, 365, 377, 389		
<b>Objective 8.4:</b> Edit written draft for conventions.				
<b>a.</b>	Edit writing for capitals in names, first word of a sentence, and the pronoun “I” and correct ending punctuation (i.e., periods, question marks).	N/A		
<b>b.</b>	Edit for spelling of grade level-appropriate words (e.g., would, down, made, write).	N/A		
<b>c.</b>	Edit for standard grammar (i.e., complete sentences).	N/A		
<b>d.</b>	Edit for appropriate formatting features (i.e., spacing, margins, titles).	N/A		
<b>Objective 8.5:</b> Use fluent and legible handwriting to communicate.				
<b>a.</b>	Print all upper- and lower-case letters of the alphabet and numerals 0-9 using proper form, proportions, and spacing.	Opportunities to print upper and lower case letters of the through <i>Writing Center</i> activities, e. g., 29, 41, 53, 65, 83, 95, 107, 119, 137, 149, 161, 173, 191, 203, 227, 245, 257, 269, 281, 299, 323, 335, 353, 365, 377, 389		
<b>b.</b>	Write with increasing fluency in forming manuscript letters and numerals.	29, 41, 53, 65, 83, 95, 107, 119, 137, 149, 161, 173, 191, 203, 227, 245, 257, 269, 281, 299, 323, 335, 353, 365, 377, 389		
<b>c.</b>	Produce legible documents with manuscript handwriting.	29, 41, 53, 65, 83, 95, 107, 119, 137, 149, 161, 173, 191, 203, 227, 245, 257, 269, 281, 299, 323, 335, 353, 365, 377, 389		

<b>Objective 8.6:</b> Write in different forms and genres.				
<b>a.</b>	Produce personal writing (e.g., journals, lists, friendly notes and letters, personal experiences, family stories, literature responses).	41, 107, 215, 269, 365		
<b>b.</b>	Produce traditional and imaginative stories, narrative and formula poetry as a shared writing activity.	53, 65, 257		
<b>c.</b>	Produce functional text (e.g., ABC books, lists, labels, signs, how-to books, observations).	281		
<b>d.</b>	Share writing with others using illustrations to add meaning to published works.	29, 41, 53, 65, 83, 95, 107, 119, 137, 149, 161, 173, 191, 203, 227, 245, 257, 269, 281, 299, 323, 335, 353, 365, 377, 389		
<b>e.</b>	Publish group and individual products.	Students will publish individual and group products through <i>Writing Center</i> activities, e. g., 29, 41, 53, 65, 83, 95, 107, 119, 137, 149, 161, 173, 191, 203, 227, 245, 257, 269, 281, 299, 323, 335, 353, 365, 377, 389		

